

STUDENT OBJECTIVES

- Recognize onomatopoeia

RESOURCES AND PREPARATION

You will need photocopies for students of the following:

- **Student Lesson Summary**, p. 191
- **Practice Worksheets**, Levels A and B, pp. 193–194
- **Reteaching Worksheet**, p. 195

Teach

1. **Onomatopoeia:** Distribute the **Lesson Summary** and preview the **Academic Vocabulary**. Explain that **onomatopoeia** occurs in fiction, poetry, journalism, and song lyrics. Write on the board common sound words, such as the following. Start with just five words and encourage students to add to the list.

bang	beep	chatter	coo	cackle	giggle	groan	hiss
hush	meow	purr	rumble	rustle	screech		
squish	tap	thud	thump	twang	twitter		

2. **Teaching Onomatopoeia:** Use the **Lesson Summary** to review the effects of onomatopoeia. Explain that clever use of onomatopoeia might achieve several effects at one time.

- **To establish a scene:** Onomatopoeic words—*clattering, clopping, and scrabbling*—give us a vivid sense of hearing a scene. Explain that this is a type of sensory detail. Ask what scene, image, or action is evoked. (*horses hooves running*)
- **To establish a mood or tone:** Invite students to recall suspense movies they've seen. Ask what sounds filmmakers might use to establish an eerie or scary mood. (*Sample: clanking chains, high-pitched laughs and cackles, door creaks*) Explain that authors use sound words in a similar way—*creak, bang, cackle*, and so on. Ask what sound words might create a humorous or lighthearted tone. (*Sample: boing, splat, whoops*)
- **For style, originality, and fun:** Explain that onomatopoeic words like *snoozy, snuffles*, and *ahchoo* are fun, because they have no meaning other than the sounds they imitate. Often onomatopoeic words are made up to fit the occasion. So, they can be totally unique, and often very silly. Invite students to invent some sound words for a scene in a wood-working shop or construction site. (*Sample: buzzzz, crafoosh, whinnngz, whork*)

3. **Guided Practice:** Have a volunteer read aloud Eve Merriam's poem “Onomatopoeia” in the **Lesson Summary**. The poem shows the different effects of onomatopoeia.

- Have students tell what scene, image, or action is described by the poem. (*A dripping rusty spigot bursts open.*)
- Ask: What mood or tone is created? Are any feelings brought up? (*fun, peaceful*)

ONOMATOPOEIA, CONTINUED

- Have students identify any made up words. (*plash*)

QUICK CHECK. Read the following description aloud slowly two times. Ask students to list the examples of onomatopoeia that they hear.

The brrrrinnnggg of the alarm clock woke Jenna as usual, but everything else was different. Where was the braying of the buses and the growling of the trucks on Central Avenue? What had happened to the howling sirens and the blaring of car horns? Jenna whisked aside her bedroom curtain to find out. A deep sweep of white snow had hushed the normal hubbub of her busy city street. (*brrrrinnnggg, braying, growling, howling, blaring, whisked, sweep, hushed*)

Practice and Apply

Practice activities on onomatopoeia appear on pp. 193–194.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *bang, clang, blaze, pumps, tootles*
2. *The word tootles is less familiar than the other words and might have been made up to rhyme with flute.*
3. *Overall the onomatopoeia add a playful and colorful tone that suits the description of the band.*

Sample Answers: Practice Worksheet B

1. *Pftts! probably imitates the cat's spitting sound. Scratching imitates the scratching sound the cat makes climbing the tree.*
2. *Words like hisser and chatterer are onomatopoeic since they imitate the sounds they name.*
3. *The onomatopoeia in these lines help create a mood of frenzied excitement.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should identify all examples of onomatopoeia in the poem.
- **Practice Worksheet B:** Students should be able to answer two of the questions correctly.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the reasons to use onomatopoeia and relate them to the examples. Brainstorm new examples of onomatopoeia with students. Then have them complete the **Reteaching Worksheet**, p. 195.

Sample Answers: Reteaching Worksheet

1. *glug*
2. *sizzle*
3. *crunch*
4. *ring-a-ling-ling*
5. *runga-runga-runga*
6. *fireworks*
7. *rattlesnake*
8. *a fire engine*
9. *an owl*
10. *a campfire*